



Peter Gladwin Primary School

Equality Policy

January 2023

PGS Equality Policy Contents

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1 Introduction and context

1.1 Why we have developed this Equality Policy

This Equality Policy for Peter Gladwin Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes **all the protected characteristics** covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and health and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

The policy should be read in conjunction with PGS Equalities Objectives 2016, Anti-bullying, Safeguarding, Behaviour, Learning and Teaching, and Sex and Relationship Education policies.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- foster good relations between groups and to promote community cohesion
- advance equality of opportunity
- eliminate discrimination, harassment and victimisation.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

1.2 Our school within the wider context

As a school we are committed to having knowledge of our school community and frequently analyse data which provides evidence of the backgrounds of the members of our school community and the attainment and wellbeing of our pupils and groups of pupils. We use this data to plan improvements that will benefit our school community. We use a range of data for this purpose, for example:

- Analyse School Performance: Inspection Data Summary Reports
- Fischer Family Trust (FFT)
- B&H school information packs
- B&H census IDACI information
- School-based information held on SIMS/ScholarPack e.g. bullying incident forms, attendance, school attainment data, school census etc.

- Various audits and self-review frameworks.

The latest contextual data can be found as part of our school's most recent Self-Evaluation Framework (SEF).

1.3 Our vision statement about equality

At Peter Gladwin School we believe that children are unique individuals, that they learn in different ways and that all are entitled to equality of opportunity and access to the curriculum. Children are valued as unique individuals and all areas of their development including the social and emotional, moral and spiritual, intellectual and physical areas are acknowledged as equally important. We adhere to British values, including a culture of respect for others and recognition of human rights.

Peter Gladwin Vision Statement:

- are encouraged to understand our emotions
- have ambitious hopes and dreams for the future
- develop our skills and knowledge to prepare us for our next steps in life
- are creative, curious and dynamic in our learning, both indoors and out
- all enjoy challenges that make us think, ask and answer questions
- are resilient, learning from our mistakes and persevering to be the best we can be
- learn best by working together and listening to each other's ideas
- are active, healthy and feel safe at school
- respect each other's differences and encourage each other's talents
- support and trust each other and always try to be kind.

At our school, learning is purposeful and fun!

1.4 Overall aims of our Equality Policy

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities where everyone feels a sense of belonging. We welcome our equality duties as set out in the Equality Act 2010 and seek to involve the whole school community in order to ensure better outcomes for all. We work to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristics:

- age (staff only)
- sex
- race

- disability (physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities)
- religion or belief or no belief
- sexual orientation
- gender reassignment
- pregnancy or maternity
- marriage or civil partnership (staff only)

We have produced Equality Objectives which address our statutory duties to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

The Equalities Objectives document is available on the school website.

2 Our approach to equality

2.1 Introduction

As well as the specific equality objectives that are published on our school website, the school takes a whole-school approach to equality, community cohesion and spiritual, moral, social and cultural development. We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We actively seek out opportunities in and outside of the curriculum to embrace the following key concepts:

- **Shared humanity:** Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- **Valuing difference and diversity:** We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- **Interdependence, interaction and influence:** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- **Social cohesion** within our school and within our local community
- **Excellence:** We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- **Personal and cultural identity:** We will provide opportunities to explore and value the complexity of our personal and cultural identities
- **Fairness and social justice:** we will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

2.2 Teaching and learning

The school promotes disability equality and raises disability issues in the classroom through the PHSE curriculum, assemblies, the use of positive images of disability and disabled role models. Pupils are given opportunities to talk openly and develop empathy so that they are able to challenge discrimination and include those who may feel excluded. Talking about disability must be part of any discussions about difference and all staff will challenge any stereotypical and prejudiced comments used. We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. We also aim to support their spiritual, moral, social and cultural development. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by the protected characteristics (where possible) and take action to address any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use teaching resources, experiences, displays and visitors that reflect the diversity of the school, population and local community in terms of the protected characteristics, without stereotyping;
- Ensure that curriculum topics reflect different race, religious, ethnic and cultural backgrounds
- Ensure that images used around the school and within the curriculum are non-stereotypical
- promote acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; pupils will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain;
- Provide opportunities for pupils to appreciate their own identity and culture and celebrate the diversity within our school community, the local context and beyond;
- Seek to involve all parents/carers in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Embed Working with Others approaches across the school
- apply consistent, predictable and positive behaviour management, including Golden Rules and Golden Assembly
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

2.3 Support for pupils / students

2.3a Reasonable Adjustments and Auxiliary Aids

We have a duty to provide reasonable adjustments for disabled pupils and this includes a duty to provide auxiliary aids and services for disabled pupils. We will also consider potential adjustments which may be needed for disabled pupils generally as it is likely to anticipate for pupils in the future. We will ensure that when any internal building work or improvements are made, facilities are upgraded with due regard to Equality Act 2010 and the Disability and Discrimination Act 1995. We will ensure accessibility and inclusivity of all equipment throughout the school including the outdoor classroom. We provide specialist and adapted equipment e.g. large keyboards, touch screens, special tables and seating, walkers, wheel chairs, large print texts etc. As we review our school policies we do so in terms of the reasonable adjustments that can be made within the subject to maximise access and entitlement for disabled learners.

2.3b Pastoral Support

Our provision includes:

- targeted support for emotional well-being and social development e.g. nurture groups
- a full-time Learning Mentor on staff
- social skills and friendship groups in our Treetops room
- weekly school counsellor sessions and lunchtime drop-in
- Playground Friends initiative
- Deputy head teacher and SENCo facilitate care pathways for pupils, lead on family CAFs and maintain the Vulnerable Pupils register
- Absence monitoring via SIMs and Independent School Attendance & Safeguarding Adviser.

2.4 Admissions

Our admissions arrangements are fair and transparent, and do not discriminate on any of the protected characteristics. PGS is a state-maintained community school and therefore the Local Authority is the admission authority. Local authorities/schools must not discriminate against pupils/students in admissions or in their day to day operations, such as in the allocation of pupils/students to particular classes. There are however a few exceptions:

- School curriculum and collective worship are not covered by legislation affecting discrimination on grounds of religion or beliefs
- Schools may treat disabled pupils more favourably than others if it prevents them being at a disadvantage

At PGS we are an Inclusive School, and were awarded the Inclusion Quality Mark 2013.

2.5 Exclusions

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions, including monitoring by groups of pupils, to avoid any potential adverse impact and to ensure any discrepancies are identified and dealt with.

2.6 Religious observance

We respect the religious beliefs and practice of all staff, pupils/students and parents/carers, and comply with reasonable requests relating to religious observance and practice.

2.6b Additional areas of practice

The school's development of equalities-related matters is ongoing, and includes the following:

- Spiritual, moral, social and cultural development
- British and school values
- A broad and balanced creative curriculum
- Assemblies
- Events i.e. Black History Month
- Examples of a proactive approach to engagement with different groups – children and families
- Accessibility – school clubs, activities, school trips, school facilities
- School policies – all include reference to equality
- Provision of school meals
- Classroom organisation and timetabling
- Homework
- Enrichment activities
- School sports
- Uniform

2.7 Hiring out our premises

Our Equality Policy includes governors, and members of the public who use and find themselves on school premises as part of the business of the school.

When our premises are used by other organisations to run activities or provide services which are not connected with the school, then we are not responsible for the activities or services provided. However, we will do our best to ensure through our lettings policy that groups contravening the school values and Equality policy will not be permitted to hire rooms or use our grounds. The PGS Governing Body is responsible for lettings agreements and will take action if issues emerge.

3 Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant (unless specific requirements are intrinsic to the role) until a job offer has been made, or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators. The school adheres to the Brighton & Hove Dignity & Respect at Work Policy & Procedure. We interpret our duties positively, and will make reasonable adjustments to avoid disadvantage. We will work hard to ensure a safe, positive and inclusive environment and refer staff to local authority services such as Brighton & Hove Council Counselling Scheme, Occupational Health etc.

Via the Human Resources service purchased from our HR Provider Brighton & Hove City Council we have access to advice and guidance on equality matters relating to staff through the intranet, bulletins and advice given by HR professionals. Relevant policies are listed below:

- Safer Recruitment Policy
- Schools Absence Management Procedure and Guidance
- Whistleblowing Policy
- Access to main council equality advice through the Wave Intranet –

<https://wave4schools.brighton-hove.gov.uk/supportingyou/Equalities/Pages/default.aspx>

Our staff team undertake training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development in order to address training needs within our staff team.

4 Roles and responsibilities within our school community

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our Headteacher will:

- ensure that staff, parents/carers, pupils and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it
- Take prompt and appropriate action in cases of harassment and discrimination
- In partnership with governors deal with breaches of this policy

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Development Plan (SDP)
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every four years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SDP
- seek ways in which subject leaders will ensure our curriculum supports community cohesion opportunities and promotes equality

Our pupils will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole-school issue and support the Equality Policy
- model good practice by recognising and challenging prejudice and stereotyping
- promote equality and avoid discrimination against anyone for reasons of ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.
- respond to and report any equality related bullying and incidents in line with school policy
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

5 Responding to harassment, victimisation and bullying

5.1 Definitions

We recognise that hate incidents and prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, transphobia, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

Our Anti-Bullying Policy defines bullying in the following way:

- deliberate aggression – where someone wilfully seeks to harm another
- a perceived imbalance of power – where those being harmed feel powerless
- aggression that leads to pain and distress – pain that can be physical and/or emotional

- action that takes place over a period of time – a single, isolated incident of aggression would not normally be described as bullying

We define 'Prejudice-related / hate incidents' in the following way:

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice related incident. In some settings prejudice-based incidents are referred to as Hate Incidents.

We recognise that we as individuals and society sometimes struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore and understand the complexities of equality issues. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We are aware of the types of discriminatory incidents that can occur including:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or gender identity, religion or belief;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic, transphobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, gender identity or sexual orientation, religion or belief;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability gender identity or sexual orientation, religion or belief.

We will record and monitor hate incidents and prejudice-based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions

and support for perpetrators and their families and education for our children, young people and communities.

Whenever an incident or bullying occurs we will risk assess the target or victim using the following four questions:

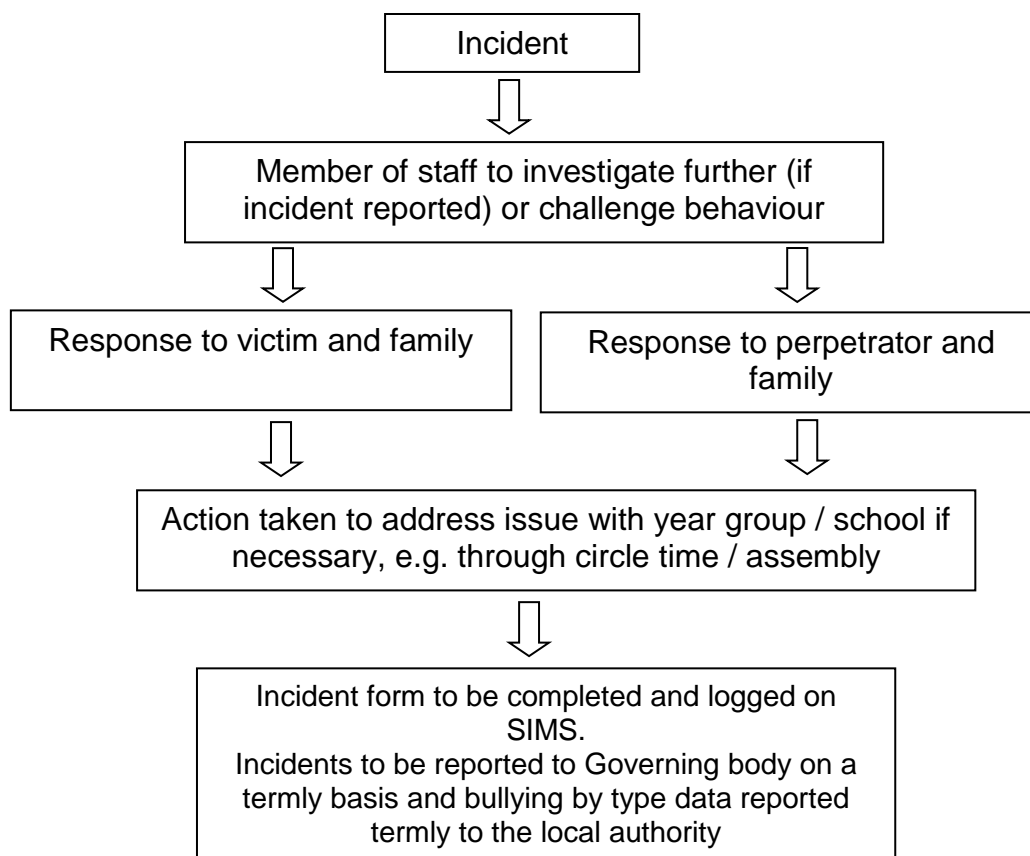
- Is the victim safe? (if not, consider immediate response)
- Is the victim vulnerable or especially upset?
- Has the victim experienced this prejudice-based incident or prejudice-based bullying before?
- Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family?

If the victim or target answers yes to any of the four questions then we will offer the victim or victim's family the option of a referral to the Police or Community Safety Casework Team who will then offer a full Hate and Anti-Social Behaviour Risk assessment and if necessary coordinate a multi-agency response taking into account the victim's wishes. The Community Safety Casework Team can be contacted by calling 01273 292735 or by e-mail at communitysafety.casework@brighton-hove.gov.uk

We will also refer community members experiencing hate incidents in their community to this service.

5.2 Reporting, recording and responding to prejudice-based bullying and incidents

For more detailed information on recording, reporting and monitoring of any form of discrimination refer to the school's Anti-Bullying Policy and Behaviour Policy. All such incidents are recorded on SIMS and the school uses a restorative justice approach where appropriate.



6 Commissioned services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

7 Involving the school community in the development of our Equality practice

The development of this policy and of our equality objectives involves the whole school community. We endeavour to involve and listen to a wide range of individuals and groups. PGS is currently leading the Portslade BME working party to further develop systems to ensure BME and EAL pupils and their families are equally represented and supported in our school and community. Our deputy head and SENCo meet regularly with a group of parents to discuss SEN issues and provision.

- **Our pupils/students**

At PGS our Pupil Voice, Working With Others and Rights Respecting School initiatives help all voices to be heard. Our PSHE and citizenship curriculum, combined with the incorporation of SMSC values into our curriculum, ensure all children can contribute and all views are accessed. We are a small community open-door school and know our families well, thus allowing us to encourage all groups to express opinions and share experiences.

- **Our staff**

Our weekly staff briefings involve all staff and allow all to make their contribution, including senior management team, teaching assistants, caretakers, mid-day supervisors and administration staff.

- **Our school governors**

We have a named governor, Dan Garrett, who oversees this Equalities policy.

- **Parents/carers**

Parents and carers are welcome and actively encouraged to become part of our learning community. The school communicates with parents and carers regularly via the school website, regular newsletters, parent meetings and workshops.

- **Minority, marginalised and potentially vulnerable groups**

The school supports and encourages the engagement of and contributions from these groups via our outreach initiatives. We make adjustments to facilitate participation by disabled people, those who speak English as an additional language and those who access free school meals. We communicate via different media to be inclusive of those with low levels of literacy or with English as an additional language.

- **Our partners in the community**

We have established good links with our local and wider community. We welcome them into our school. From them, we learn about equalities issues outside of school and can establish mechanisms for addressing them within school. These include gaining the Inclusion Quality Mark, Dialogue - Hove YMCA, The Swedish School Portslade, The Christian Mission - Brighton & Hove, Portslade cluster of schools. We continue to seek out ways to make contact with relevant community and voluntary or faith groups.

All these community connections are ongoing and the dialogues established are open to development and improvement.

8 How we identify our equality objectives

In line with our statutory duties we publish annually equality information and publish and report on equality objectives. We have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. The equality objectives are published on the school website.

Our equality objective-setting process has involved gathering evidence as follows:

i. From the following data:

RAISE online data, FFT data, incident reporting data on SIMs, Safe and Well at School Survey, sociograms.

ii. From involving relevant people (including disabled people) as described in section 7.

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

OfSTED inspectors visit us regularly and report on equality issues during our inspection.

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

Our school self-evaluation framework (SEF) monitors the makeup and needs of our pupils and staff, and assesses how well we are meeting those needs by highlighting outcomes for minority, marginalised and “equality” groups.

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously, and at times canvas parent/carers and staff opinions in less formal ways.

In Brighton & Hove there are a range of services which support the equality agenda and help us to identify our strengths and those areas requiring action. Our school makes frequent use of organisations and services across Brighton & Hove to support the equality agenda. These include the Ethnic Minority Achievement Service, Healthy Schools Team, PRESENS, SLSS, Hillside School and Downs Park School complex needs outreach services, Dialogue counsellor, Portslade cluster of schools, MASH, AMAZE and others.

We have established good links with our local and our wider community and we welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school. By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Our partners include Albion in the Community, Hillside and Downs Park schools, the University of Brighton. Our pupils raise funds for both local and global charities, including Harvest donations for local shelters, Christian Mission, Comic Relief, Red Nose Day, Sports Relief and charities personally relevant to pupils and staff in our school, e.g. Sturge-Weber Syndrome.

9 Implementation, monitoring and reviewing

This policy was published on 09/3/2016. It will be actively promoted and disseminated, e.g. via our school website and/or newsletter, with parents groups and with our pupil voice groups.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

10. Appendix 1

Peter Gladwin School Equalities Objectives 2018-20

Peter Gladwin Primary School is committed to ensuring equality of provision throughout the school community and to fostering greater understanding of and respect for differences. Our school ethos and curriculum promote respect for the differences in and beyond our school community and echo our democratically-chosen values: to be respectful, trustworthy, friendly, courageous, caring and responsible. We are proud to have recently achieved the UNCRC Rights-Respecting School Level 1 award.

We seek to:

- promote understanding and respect for differences
- improve provision for any pupils who may for any reason be at a disadvantage in accessing the full range of learning experiences
- provide training for staff and governors on equality and diversity.

To foster good relations we will continue to build on our strengths and to work towards the following aims (based on identified areas for development in our most recent Safe And Well At School Survey 2018, wherein the data shows that PGS is comparatively higher in all assessed areas than other schools in Brighton and Hove and there has been a significant drop in the number of children reporting bullying incidents):

- **Refocusing on enjoyment of learning, through the Power of Reading (reading for pleasure) initiative. (PGS has seen a 8% drop in the number of children who reported enjoying learning since 2016.)**
- **Refocusing on healthy eating and balanced diets, through PSHE, assemblies, science curriculum, sports and PE offer and healthy snacks and school meals. (A significant number of pupils (67) reported not eating 5 portions of vegetables in the previous day. 10 pupils reported that they had not eaten any fruit the previous day.)**
- To continue to develop robust systems and provide training for staff in how to respond to challenging pupil behaviour in school and in the playground, communicate these systems and strategies to all staff, and provide support for pupils who may witness the challenging behaviour of a small number of other pupils in school. SLT will continue to support staff and facilitate training in dealing with challenging behaviour and in the implementation of the attachment-aware and trauma-informed PGS Behaviour Policy and associated rewards and sanctions.
- To celebrate and continue to reduce the number of children who feel they have been bullied at school (SAWASS data: 2014: 30%; 2015: 19%; 2016: 13%; 2018: 3%).

To advance equality of opportunity we will:

- continue to improve the physical environment of our school to enable SEND pupils to take better advantage of education, benefits, facilities and services provided
- increase the extent to which SEND pupils can participate in the curriculum
- develop further ways in which to ensure pupils with EHCPs fulfil their potential
- narrow the gap in overall attainment for identified groups (e.g. progress of disadvantaged children) through careful data monitoring, targeted interventions and pupil conferencing.

To eliminate discrimination we will:

- further develop ways of seeking out and acting upon the views of the nine protected characteristics of members of our school community (see below), looking at ways in which access to school information and their participation in school life can be improved.
- identify opportunities in the curriculum and through the UNCRC Rights Respecting School award process to look at other cultures/countries/ languages, study famous people from ethnic minorities and with a variety of abilities, and to celebrate diversity.
- use school assemblies as an opportunity to celebrate festivals from a range of cultures and countries.

Equality Act 2010**Protected characteristics**

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity